

Going beyond ‘We’re doing the Key Competencies...’

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Focus of this session

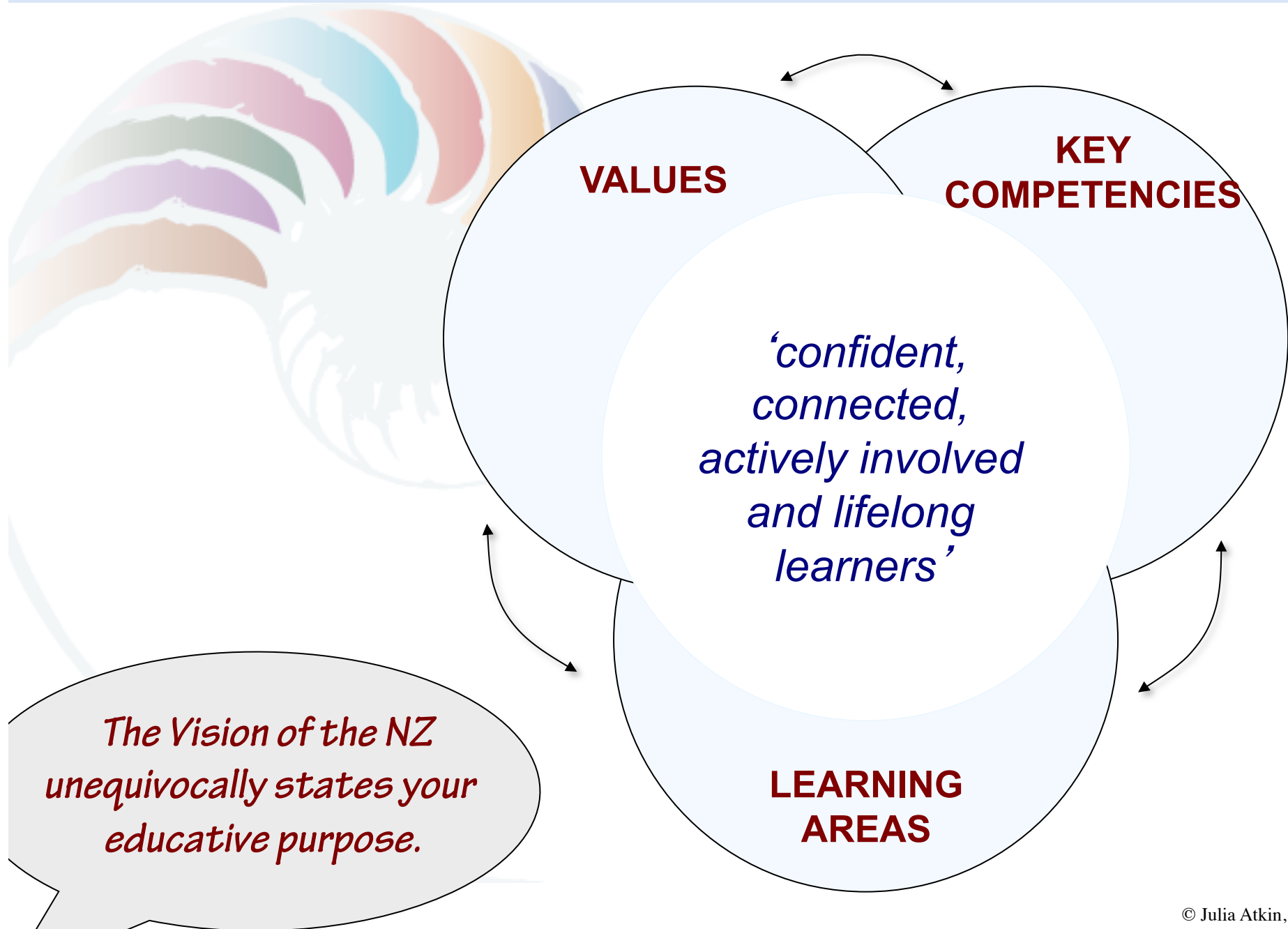
**Going beyond....'we're doing key competencies!'
How do we know we're achieving NZ Curriculum intentions?**

The NZ Curriculum identifies 5 Key Competencies as crucial to developing confident, connected, actively involved lifelong learners.

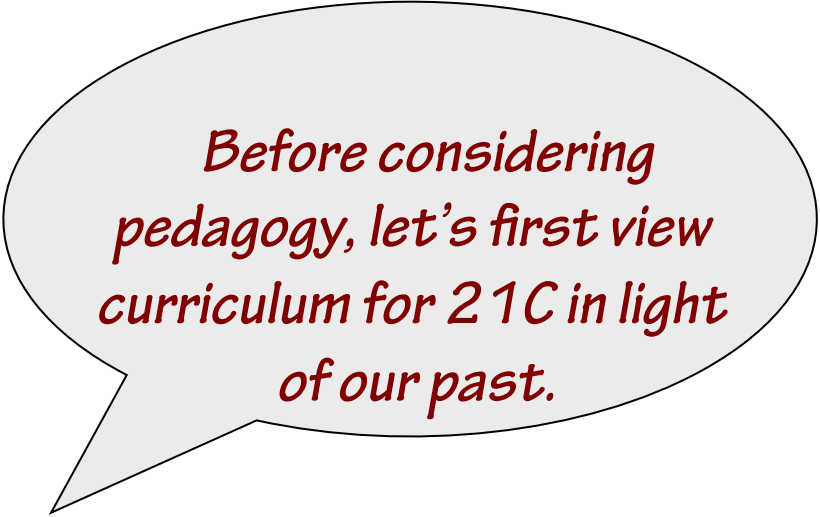
Is your approach achieving this intent?

This breakout will engage you in processes to critically examine your practice related to the **Key Competencies** and help you *continue to refine your work* in relation to the Key Competencies.

The 'Essence' of the NZ Curriculum



Perspective and Pedagogy the powerful agents

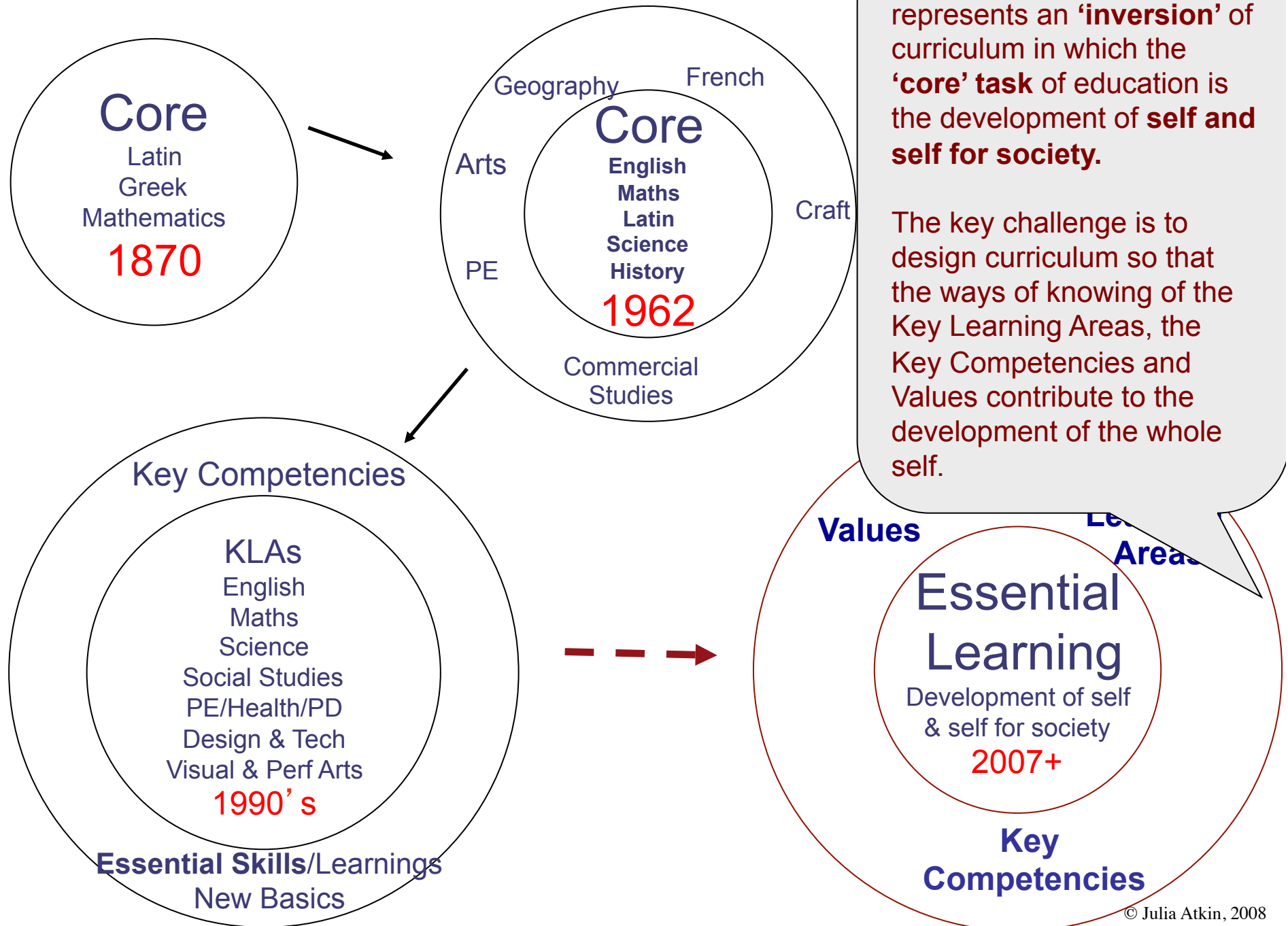


Before considering pedagogy, let's first view curriculum for 21C in light of our past.

What **perspective** do you bring to the NZ Curriculum?

What **lens** are you looking through?

SECONDARY SCHOOL CURRICULUM EVOLUTION



KEY COMPETENCIES ...'around the traps'

What **concerns** do you have re the Key Competencies?
What do you perceive to be the **challenges**?

Gathered from other places

- Tick it off mentality – write in programs/planners say we are *'doing the key competencies'*
- *'We already do this'*
- How do we, can we, **assess** the Key Competencies?
- Time to develop?
- Lack of knowing how!

EFFECTIVE, SUSTAINABLE DEVELOPMENT



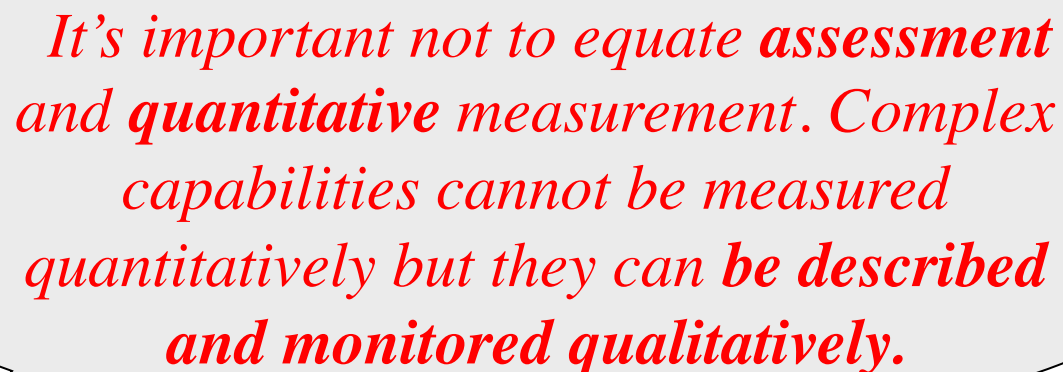
EFFECTIVE, SUSTAINABLE DEVELOPMENT



Working with the Key Competencies

Effective development of the Key Competencies will require that you:

- develop them very ***explicitly***
- embed them ***implicitly***
- ***monitor their growth*** (assess) and
- involve students in reflecting on, and monitoring their growth with respect to each of the Key Competencies.



*It's important not to equate **assessment** and **quantitative** measurement. Complex capabilities cannot be measured quantitatively but they can **be described** and **monitored qualitatively**.*

MACRO AND MICRO STRATEGIES FOR DEVELOPING KEY COMPETENCIES

1. Mentor groups eg Harukai Plains

<http://keycompetencies.tki.org.nz/School-stories/Digital-stories/Hauraki-Plains-College>

There are lots of digital stories and other resources in the Key Competencies section of NZC online – take a look <http://keycompetencies.tki.org.nz/>

2. Monitoring?

Can we, should we assess the Key Competencies?

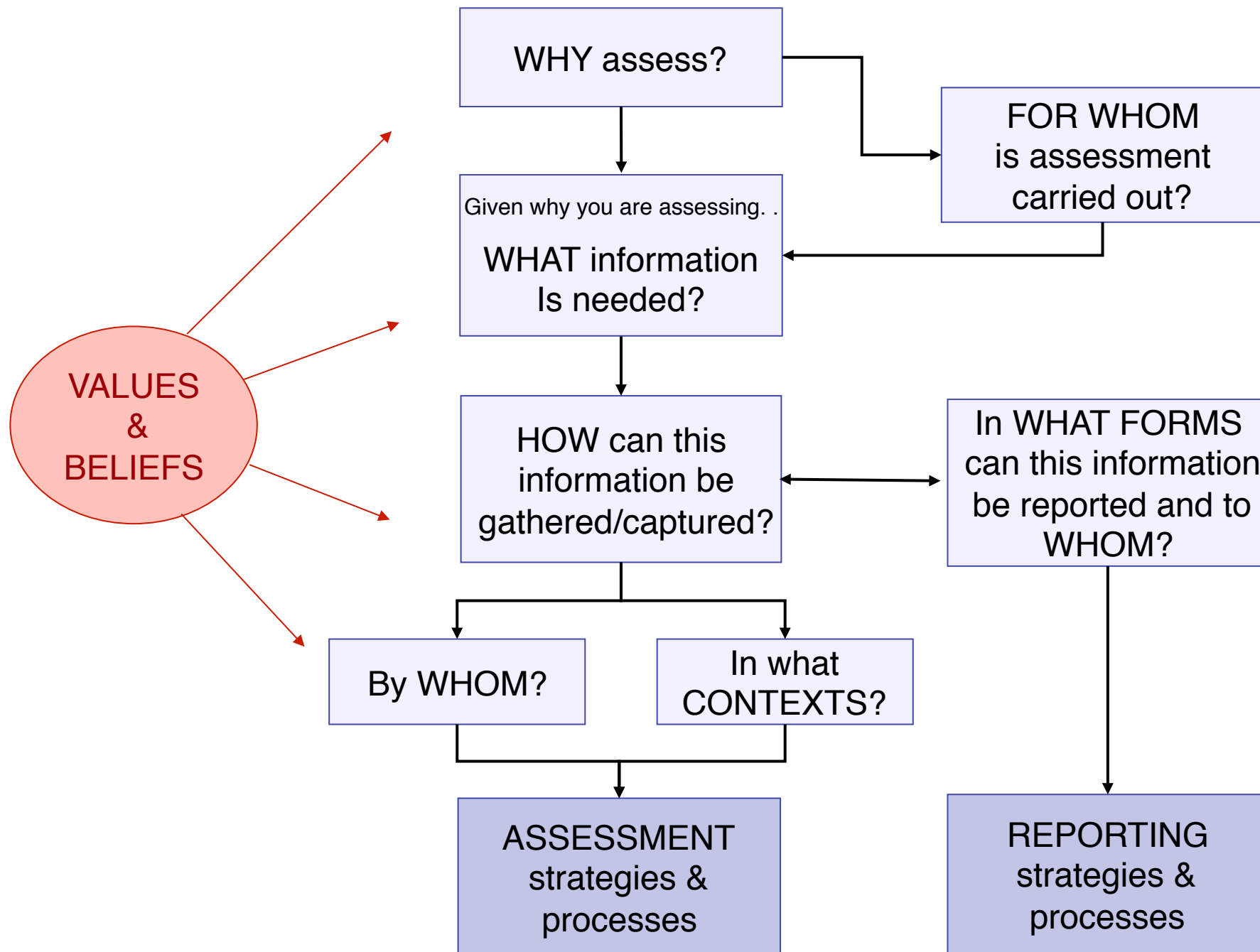
There has been, and continues to be considerable debate about this question. If we should assess the key competencies, how can we?

Intuitively many educators recognise that you **can't reduce the key competencies to simple skills** and that **they defy quantitative 'measurement'**. Traditional assessment techniques are not appropriate.

An important clarifier is distinguishing between 'measure' and 'assess' – to distinguish between **quantitative** and **qualitative** assessment. The use of criterion based assessment – often expressed as using 'rubrics' – enables **qualitative** assessment.

If students receive no feedback on their development of their competencies it is unlikely that they will take them seriously and it's unlikely that many students will develop these competencies simply by osmosis.

How do we respond to these challenges?
How do we conceptualise 'assessment' and giving feedback on the development of key competencies?



The nature of the Key Competencies

As gathered from Breakout group Ulearn 10

Non-linear

Complex

Interactive- overlap- integrated

Individual – personal

Situational

Quality

Open ended – continual growth possible

Other?....

Process for developing :

1. Reflect on someone (adult or child) who you believe demonstrates a specific key competency at a high level

*A What were the attributes/dispositions they displayed?
What skills strategies did they use?*

B Read NZ Curriculum description

*2. **How did you know** they exhibited the key competency at a high level? What were the signs/circumstances?*

On what basis did you know? What was the evidence? Did they pass a test? Did you give them a mark? !

HOW DO WE KNOW WHETHER SOMEONE EXHIBITS A COMPETENCY AT A HIGH LEVEL OF DEVELOPMENT?

Think of two people that you consider exhibit the competency of '_____ ' – one you consider to exhibit this competency at a high level of development, one not so high.

How did you '**know**' they were, or were not, so competent?

You have made an 'assessment' – on what basis did you make this assessment?

When I have involved other teachers in this exercise they have identified that they know that a person is competent through...

Observation of the competency in **authentic situations**.

The **highly competent** individual demonstrates this competency

- **Consistently** over time
- In a **range of contexts** from familiar to challenging
- A high level of **complexity**, intricacy.
- **Autonomously** – without support and self initiated
- ***Self aware – reflective – prepared to act to improve***
- ***Persistent***

Adapted from work by: West Gore Primary, Wyndham Primary, Otautau School, Ulearn Breakout 2010

From this work they have developed stages of development of the key competencies across four dimensions

Consistency	Occasionally - Frequently - Routinely
Context	Familiar – New/different - Challenging
Complexity	Simple – Compound - Complex
Mindfulness	Imitator – Initiator - Autonomous

Otautau School leaders found that by using these rating scales when monitoring the growth of a key competency that they were able to pinpoint how they could help a student continue to develop their competency. For example, a student who routinely and autonomously demonstrated a high level of skill in a narrow range of contexts could be challenged to further develop their competency by exposing them to a challenging context.

West Gore and Wyndham Primary Schools came up with a similar set of dimensions when they focussed on the key competency of ***Participating and Contributing***:

Consistency	seldom - sometimes - usually - almost always
Context	In class - out of class – new/changed - challenging
Complexity	simple – moderate - complex - sophisticated
Attitude/ Disposition Motivation	extrinsic - intrinsic reactive - proactive bystander - initiator

Their intent is to use these criteria to develop concrete examples, explicit descriptions of what that would look like, sound like, feel like at various ages - stages for each of the key competencies.

Monitoring and stimulating the growth of the key competencies.

<p>Evidence of demonstration of the competency in authentic situations – observation</p> <p>Rated on explicit criteria</p>	<p>Identifying current strengths and areas for improvement.</p> <p>Self Peer Parent Teacher</p>	<p>Captured in learning stories, journals, ‘running records’, video, audio recordings, ePortfolios</p>
<p>Supporting growth and development</p>	<p>Metacognition</p> <p>Self awareness</p> <p>Where am I with regard to this Key Competency?</p> <p>Where do others perceive I am? – parents, peers, teacher</p>	<p>Goal setting</p> <p>What do I need to do to grow/improve with regard to this Key Competency?</p> <p>What support do I need to improve?</p> <p>How will I know when I have?</p>

Deliberate scaffolding

An appropriate teaching/learning approach with the Key Competencies is a developmental model that identifies at which stage students are in the journey from needing to be highly supported with explicit modelling and instructions through to autonomy.

*The key process for 'nudging' students towards self initiation and transfer is **metacognition**.*

DEVELOPMENTAL APPROACH

Supported--<< --more teacher directed-- <----> --more learner directed-- >>--Autonomous							
<i>The Teacher</i> - models - prompts		<i>The Learner:</i> - responds - copies		<i>The Teacher:</i> - prompts - works with - nudges		<i>The Learner:</i> - acts in response to cues	
				<i>The Learner:</i> - initiates action - seeks confirmation - accepts guidance		<i>The Teacher:</i> - guides - extends - confirms	
						<i>The Learner:</i> - self directs - assesses need for support - critically/responds to offered support	
						<i>The Teacher:</i> - facilitates - inspires - encourages - offers support	
Teacher actions:				METACOGNITION			
Learner actions:							

DEVELOPMENTAL APPROACH

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<p>Teacher actions:</p> <ul style="list-style-type: none"> • thinks aloud - questions of self <ul style="list-style-type: none"> - explains reasons for actions - evaluates • demonstrates, models • shows • questions • asks • tells • takes on learners suggestions • reinforces 	
<p>METACOGNITION</p>	
<ul style="list-style-type: none"> • works with • directs • leads • suggests • asks • explains • uses leading questions/prompts - <ul style="list-style-type: none"> “Remember when we. . . “ “What did we. . . “ “Why did we. . . “ “How could we. . . “ • discusses WHAT-WHY-HOW-WHEN in relation to strategies • designs the process and makes reason for process explicit • stimulates reflection on process 	<ul style="list-style-type: none"> • gives feedback - affirmation <ul style="list-style-type: none"> - constructive criticism • challenges • questions • intervenes • re-directs • stimulates learners to design process and to reflect on effectiveness of process
<ul style="list-style-type: none"> • responds to learner’s request for feedback and guidance • praises learner’s independent efforts • engages in dialogue concerning learner’s needs, wants and achievements • discusses and suggests further experiences and possibilities 	

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Many schools and teachers are struggling with how to embed the **Key Competencies** in the Learning Areas. Some teachers are suffering from the 'tick it off' mentality – it's written in our programs so therefore we can tick it off, we've taught it! No mention of how we'll know whether the students have learned it! Others are suffering from getting confused about whether you have to embed each key competency in each unit. And others suffer from we're 'doing it already'.

The key competencies represent generic capabilities that can be readily identified as operating in a range of learning situations. A helpful way to think about them is that they are a bit like a 'pin sculpture'. Some learning experiences lend themselves to highlighting particular key competencies – all KCs are involved but one or more are brought into high relief and are taught and developed explicitly

